



History Policy

2024

Rationale

At Spire Junior School, we believe that a lot can be learnt about our current lives and lived experiences by studying the historical events that have brought us here. History teaching is designed to stimulate curiosity about our past and our ancestors – both here in Britain and around the world. History also provides the children with an understanding about chronology, artefacts, sources perspectives and consequences. Through the teaching and learning of History at our school pupils will develop an understanding of key people, events and inventions through the ages and how they impact upon us until this day.

Intentions

The central aim of our school curriculum is to develop the whole child and shape their minds for positive learning experiences about the world around them. We strongly believe in encouraging curiosity, exploration and developing a strong sense of self-identity.

We believe that a well-rounded History curriculum will allow children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We have carefully designed our history curriculum so that children gain this knowledge as they progress through the school. In addition to this, we recognise the important role that History plays in preparing our children with skills that they can use for life, raising their aspirations, understand how to be a good and responsible citizen, understanding change and societal development and a context in which to understand themselves and others. This is extremely important for children at Spire Junior in allowing them access to a much wider world.

Through our History curriculum, we strive to inspire pupils' curiosity about the past and to know more about the past. Our curriculum provides children with opportunities to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

As required in the National Curriculum, we aim for all children to be able to:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of

empires; characteristic features of past non-European societies; achievements and follies of mankind

- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Our History topics are supported by a range of trips, visits and visitors in school to make the children's learning as realistic and first-hand as possible.

Children create an 'end product' to complete their topic which showcases the sticky knowledge and skills that they have developed throughout the term.

Teaching and Learning

History is taught throughout the Autumn in all classes in school as part of our 'Discover' topic. The children will use a philosophical question to help draw links with the wider curriculum. During the Discover project, history is the key focus and each year group will have an identified period of history (or multiple periods of history) to explore in depth.

Vocabulary

At Spire Junior School, we are always aiming to improve our children's use of vocabulary and broaden their understanding of words. Therefore, through our teaching, Knowledge Mats and activities, our History teaching aims to constantly improve our children's understanding of historical and analytical vocabulary. To

aid this further, History lessons should make use of a variety of resources, such as texts, news extracts, maps and primary and secondary sources to embed understanding.

Assessment

We are confident our curriculum is successful in the teaching and learning of History through a variety of monitoring and feedback activities which have taken place through school.

For each 'Discover' topic, the children's historical enquiry skills will be evaluated at the beginning and end of each project. Each year group will have their own assessment sheet which will be completed at the beginning and end of each topic and stuck into books, so that the progress in learning is shown.

Teachers are expected to continuously assess learning throughout lessons and therefore the assessment of impact upon learning will be an ongoing process. This will be supported through their retention and recall activities, including 6 in 6 activities. This follows in line with the school marking and feedback policy, where most feedback will be given verbally at the most immediate/ convenient point.

Marking and feedback

The continuous assessment for learning made by the class teacher will inform subsequent curriculum planning. As per our marking and feedback policy, most feedback will be given verbally on the work, with written comments only being used if these are deemed to be the most effective way of giving feedback in that lesson.

Children will respond to feedback in pink pen.

Equal Opportunities and Inclusion

At Spire Junior school we acknowledge our responsibility to provide a broad and balanced curriculum for all pupils irrespective of gender, ethnicity or ability. The following three principles will be applied to provide a more inclusive curriculum:

1. Setting suitable learning challenges;
2. Responding to pupils diverse learning needs;
3. Overcoming potential barriers to learning for individuals and groups of pupils.

All pupils, including those with special educational needs, undertake a range of activities. Teacher assessment determines the depth to which individuals and groups go during each unit of work.

Resources

Learning resources are kept in the resource room. All teachers are responsible for the maintenance and organisation of these areas, though the co-ordinator will do a general stock check annually.

In the resource area resources are organised in boxes, which are linked to themes. These resources should be returned in this way.

Safe practice

We accept a responsibility for the planning of safe activities in History. Local walk risk assessments will be followed, with parent's permission obtained at the beginning of the year.

Children will be taught how to stay safe when conducting local activities and reminded of these on each trip. Staff will undertake pre-trip visits as necessary to be confident in the route.

Children will be taught how to use all of their equipment safely in and out of the classroom. Any equipment found to be faulty or dangerous will not be used, but will be disposed of in an appropriate manner.

Roles and Responsibilities

The teaching of History is the responsibility of all teachers within the school. The head teacher and History lead has responsibility for ensuring that the policy is used and updated when necessary and for the effective teaching and learning of History throughout the school.

The History co-ordinator has responsibility for overseeing the teaching, for the purchase of resources and for ensuring progression and continuity through monitoring, planning and assessment.

Review

This policy and the associated History curriculum will be reviewed by the History co-ordinator and Headteacher annually and updated if required.

The needs of staff regarding the teaching of History, either expressed by the teachers directly or identified by the co-ordinator will inform the subject action plan.